

International Experience in Reforming and Improving the Efficiency of the Education System

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Abstract: The principles of reforming the education system in Russia are presented. A comparative analysis of the processes of reforming the educational systems of Australia, Canada, OECD countries, as well as mechanisms for improving the efficiency of the education system is given.

Keywords: Russian education system, OECD countries, BRIC countries, Australia, Canada, efficiency improvement mechanism, financing, education reform.

Introduction. Reforming the education system in Russia is proceeding at a rapid pace. It finds expression not only in changing the content of education, but also in fundamental changes in the organizational structure of the educational system, the development of a new regulatory and legislative framework for the modernization of the education system, as well as in the introduction of new funding mechanisms. However, the ongoing education reform is not a local process that has affected only Russia, but a general trend of the global educational system, in which educational institutions are adapting to the limited state funding, changes in key demographic indicators.

There are various methods of comparing different education systems. One of them is based on the analysis of indicators of the development and functioning of the education system.

Literature review. When making comparisons, the following three groups of countries were identified [1]: Group I - countries with an annual income of more than 29 thousand dollars in purchasing power parity (PPP) per capita (19 countries): Sweden, USA, Ireland, Switzerland, Canada, Netherlands, Austria, Iceland, Denmark, Sweden, UK, Belgium, Australia, Germany, Finland, Japan, France, Spain, Italy; Group II - countries with an annual income of 11-29 thousand dollars in PPP per capita (20 countries): Greece, New Zealand, Slovenia, Israel, Korea, Czech Republic, Portugal, Estonia, Hungary, Slovakia, Lithuania, Latvia, Poland, Croatia, Mexico, Russian Federation, Chile, Malaysia, Turkey, Argentina; Group III - countries with an annual income of less than 11 thousand PPP dollars per capita (16 countries): Romania, Bulgaria, Uruguay, Brazil, Thailand, Peru, Tunisia, Albania, Jamaica, Egypt, China, Jordan, Paraguay, Indonesia, Philippines, India.

Each selected group of countries was analyzed according to a specific system of indicators, including the analysis of GDP per capita, demographic indicators, in particular, such as the total population, age categories of the population.

In table. 1 presents statistical data as of 2010 on the total population of countries [2]. Table 1. Differentiation of the countries of the world by population (million people), Country Population

Country	Population (million people)
China	1139
Thailand	67.5
India	1184
Poland	38.1
USA	309.6
Algeria	35.5
Indonesia	243
France	62.9
Brazil	196.8
UK	62.2
Pakistan	185.5
Italy	58.1
Russia	141
South Korea	49.5
Japan	126.8
South Africa	49.1
Mexico	112.5
Spain	49.5
Philippines	100
Argentina	40.5
Vietnam	87.8
Morocco	34.8
Egypt	84.8
Canada	34
Germany	83
Peru	29.8
Turkey	76.8
Malaysia	28.9
Iran	75.1

It is important to note that countries differ in the age structure of the population. Thus, in the countries presented in Table. 2, in 2010 the smallest proportion of children was noted [2]. At the same time, in the countries presented in Table. 3, the number of older people in the total population varies greatly [2, 3]. In addition to demographic factors, the level of development of the education system is also greatly influenced by the urbanization of the country (Table 4) [2].

Between 2005 and 2010 in some countries of the world there was an increase in urbanization, while in others - the weakening of this process (Table 5).

Table 2. 20 countries of the world with the smallest share of children in the age structure of the population, (%) Country Percentage of children Country Percentage of children. Latvia 13.3 Greece 14.3, Italy 13.5, Singapore 14.4, Slovenia 13.5, Austria 14.5, Japan 13.5, Bosnia and Herzegovina 14.5, Czech Republic 13.6, Spain 14.5, Germany 13.7, Monaco 14.7, Bulgaria 13.8, Russia 14.7, Ukraine 13.8, Estonia 14.9, Lithuania 14.2, Hungary 15, Belarus 14.3, Poland 15.

Table 3. Countries with the highest proportion of older people in the total population (%). Country Proportion of older people Country Proportion of older people Country Proportion of older people Japan 22.2, Austria 18, Finland 16.8, Germany 20.3, Bulgaria 17.7, France 16.4, Italy 20.2, Belgium 17.6, Kenya 2.2,

Greece 19.2, Estonia 17.6, Afghanistan 2.4, Sweden 18.8, Latvia 17, UAE 0.9, Spain 18.1, Croatia 16.8.

Table 4. Countries with the highest level of urbanization (%), Country Level of urbanization, Vatican 100, Monaco 100, Singapore 100, Belgium 97, Malta 94, Argentina 92, Israel 92, UK 90, Australia 89

Table 5. The process of urbanization in selected countries 2005-2010 (change in the share of the urban population in the total population, %). Countries with the largest increase in urbanization Growth in urbanization Countries with the largest decline in urbanization Decline in urbanization. Burundi 6.8, Moldova -1.5, Laos 5.6, Montenegro -0.8, Liberia 5.6, Ukraine -0.7, Afghanistan 5.4, Slovenia -0.6, Eritrea 5.4, Latvia -0.5, Maldives 5.3, Russia -0.5, Malawi 5.2, Poland -0.3.

Discussion. Despite all the comprehensive measures for the transition to an innovative economy and the introduction of modern mechanisms for managing industries in Russia, there is a decrease in urbanization. The dynamics of this indicator is reflected in the structure of specialties for training specialists at the tertiary level of education, thereby increasing the imbalance between urban specialties and specialties for training workers in the natural sciences.

And, finally, such an indicator as GDP per capita is presented in Table. 6. In 2010, Russia took 51st place among the countries of the world in this indicator [2, 4, 5]. These indicators affect the economic opportunities for the development of the education system. Therefore, demographic indicators play a key role in assessing the effectiveness of economic mechanisms for the development of the education system: the higher the proportion of children and young people in the total population, the relatively greater burden the budget has to bear in terms of education costs [4, 6]. In this sense, the industrialized countries are in a better position: with significantly higher opportunities to finance education, these countries have a lower relative need for such spending, determined by the share of the urban population and the share of the population of educational age.

One of the most important characteristics of the educational system is the human development index, the literacy of the population, the achieved level of education of the population. According to the UN, in 2010 Russia was in 65th place among the countries of the world in terms of the human development index. The Human Development Index is an integral indicator calculated annually for cross-country comparison and measurement of living standards, literacy, education and longevity as the main characteristics of the human potential of the study area. When calculating the human development index, three types of indicators are taken into account:

life expectancy (estimates longevity); the level of literacy of the population of the country (average number of years spent on education) and the expected duration of education; standard of living, estimated through GDP per capita at PPP in US dollars [7-9]. In the last five years, there has been a positive trend in this indicator. Russia belongs to the highly developed countries of the world (Table 7).

Taking into account the language experience of students, foreign language lessons are conducted. It also relies on skills acquired in the native language. Compound letters are written on the board and in students' notebooks. Spelling training is the spelling minimum of learning to write words and sentences learned in oral speech. When mastering spelling, written exercises are used that develop students' visual and memory abilities. [11]

In order to develop the students' ability to use the language of everyday informal talk, to understand a written text and to improve their listening comprehension, I created tasks focused using in real-life communication, I took into consideration the main actors of customer-consumer. They are all involved in different types of interactions, which imply the use of a specific terminology, according to the purpose (ordering food, explaining a case, giving instructions, calling in specialists etc.). Students were asked to imagine such situations (or were given a case) and they had different tasks to accomplish to produce a conversation between a customer and consumer by means of a role-play, to perform a communication, to fill in a case report based on the information provided by the consumer. [13]

Russia is part of the Eastern Europe and Central Asia region, which includes 31 countries, and ranks 18th in this group. The leader of the group is the Czech Republic with a human development index of 0.841 (28th in the world), and Tajikistan closes the group [8, 9]. Of the countries of the former USSR, Estonia is ahead of Russia - 0.812 (5th place in the group, 34th place in the world), Lithuania - 0.783 (9th and 44th places, respectively),

Table 6. GDP per capita in selected countries (USD), Country GDP, per capita Country GDP, per capita Country GDP per capita, Norway 56680, Belgium 36300, Spain 30360, USA 47920, Sweden 36160, Italy 29630, Iceland 42300, Denmark 35350, South Korea 28700, Ireland 41780, UK 34730, Slovenia 28210, Switzerland 40780, France 34310, Israel 27400, Netherlands 40080, Finland 34070, New Zealand 27360, Australia 39020, Germany 33840, Czech Republic 24480, Canada 38850, Japan 33340, Cyprus 21300, Austria 38260, Greece 30390, Poland 18550

Table 7. Countries with the highest Human Development Index, Country Human Development, Index Country Human Development Index, Norway 97.1 USA 95.6, Australia 97, Austria 95.5, Canada 96.6, Spain 95.5, Netherlands 96.4 Belgium 95.3, Sweden 96.3, Denmark 95.3, France 96.1, Italy 95.1, Switzerland 96, New Zealand 95, Japan 96, Russia 71.9, Latvia - 0.769 (10th and 48th places) and Belarus - 0.732 (16th and 61st places). This is mainly due to the relatively low level of access to education and the level of health, although in terms of economic indicators Russia is ahead of Lithuania and Latvia. Slightly inferior to Russia: Kazakhstan - 0.714 (19th and 66th places), Azerbaijan - 0.713 (20th and 67th places), Ukraine - 0.710 (22nd and 69th places), Georgia - 0.698 (24th and 74th places) and countries with an average level of development - Uzbekistan - 0.617 (29 and 102 places), Kyrgyzstan- 0.598 (30 and 109 places) and Tajikistan - 0.580 (31 and 112 places). The literacy rate of the population in Russia in 2010, according to the UN, was quite high (Table 8).

The achieved level of education of the population of Russia in 2010 was also quite high. The share of the population without education and with primary education in Russia is less than 2%, which is one of the lowest rates among the analyzed 55 countries. The share of people with a second-level education according to the International Standard Classification of Education (basic general secondary, in Russian terminology) in Russia is also one of the lowest rates - less than 9% in 2006 (a lower figure was recorded only in the USA, Israel and Peru, but on the other hand, in Peru, the share of people with and without primary education is 39%) [6, 10, 11]. Countries with the most completed higher education) in our country in 2006 was about 43%, which is close to the average (median) level for the countries of the first and second groups in terms of per

capita income. As for secondary vocational and higher vocational education, which are classified according to the International Standard Classification of Education as tertiary education programs (levels 5B and 5A, respectively), here Russia with an indicator of 47% is second only to Canada (48%), significantly ahead of all the others: countries [1, 10].

If we consider only higher professional education that corresponds to tertiary education (stage 5A according to the international classification), then in terms of the share of the population with this education, Russia is also among the leaders, at the level of the average value for the first income group, and from the countries of its income group it is second only to South Korea New Zealand and Israel. In terms of expected years of schooling, which characterizes the scale of the population's participation in education, Russia (the value of the indicator is 14.1 years) corresponds to its level of economic development and is close to countries such as Chile. Of the less economically developed countries, Uruguay reached this level, and of the more economically developed countries, Latvia, Lithuania and Israel. In table. 9 presents data on the duration of education in some countries of the world.

Table 8. Country Proportion of literate people (%). Vatican 100, Norway 100, Finland 100, Poland 99.8, Estonia 99.8, Latvia 99.7, Slovenia 99.7, Lithuania 99.6, Russia 99.4,

Table 9. Duration of study, Country Length of study (years) Country Length of study (years). Australia 20.5, USA 15.7, New Zealand 19.7, Switzerland 15.5, Ireland 17.9, Sweden 15.6, Norway 17.3, Israel 15.6, Greece 16.5, Germany 15.6,

Spain 16.4, Poland 15.2, Italy 16.3, Australia 15, France 16.1, Russia 14.1, Canada 16, Peru 13.8, UK 15.9, Bulgaria 13.7.

A comparison of the data leads to the conclusion that the rather short terms of study and the formally high level of education of the population may indicate a lower quality of education in Russia than in industrialized countries.

If we consider this criterion by levels of education, we can distinguish a significant discrepancy between the duration of education at different levels of education. Thus, the average duration of tertiary education in Russia in 2007 was 4.2 years, which is one of the highest values in the world (a large value of this indicator is observed only in Finland and South Korea). At the same time, the average duration of upper secondary education was less than 2 years (1.6 years), the lowest value for the analyzed countries. In the countries of group II, this indicator is 3.1 years, in countries of group I - 3.9 years. At the same time, the average duration of tertiary education in Russia in 2009 was 4.2 years - one of the highest values in the world (a large value of this indicator is observed, for example, in Iran and Thailand). At the same time, the average duration of upper secondary education was less than 2 years (1.6 years)

✓ the lowest value for the analyzed countries. In the countries of group II, this figure is 3.1 years, in countries of group I - 3.9 years.

Similar conclusions can be drawn for primary and lower secondary education (primary and secondary school). The total expected duration of education for these levels in Russia is only 8.4 years, which is half a year less than the median value of group II and more than a year less than the median of group I. If we consider primary and secondary education together, the picture of Russia's lagging behind will be even more obvious. Given the high level of enrollment in secondary education, it is natural to conclude that such a low value

This indicator is due to the short duration of primary and secondary education programs in Russia by world standards. In Russia, the duration of secondary education (first of all, the upper level) is clearly insufficient by modern standards. In terms of the scale of tertiary education, Russia occupies one of the leading places in the world.

The data of the analysis of the structure and content of the training of specialists in secondary and higher vocational education in areas and specialties quite significantly differ from the proportions that have developed in the world.

The structure of the training of Russian specialists in tertiary programs of level A (higher professional education) coincides with the structure of training in secondary specialized educational institutions. However, there is also an overproduction of specialists in engineering, industrial and construction disciplines and a significant shortage of specialists in the field of social work and health care. As many researchers note, in recent years in Russia there has been a significant imbalance in the training of specialists in social, legal and business sciences. At the same time, the volume of training in the field of the social sphere is clearly insufficient: education, culture, health care. An important indicator in the comparative analysis of educational systems in different countries of the world is the financing of the education system. Despite the differences in the levels of economic development between the EU countries, the governments of all countries direct significant financial resources to education. The main indicator characterizing the level of financial support by the state of the country of its education system is the ratio of government spending on education to GDP. In table. 10 presents the relevant statistical data as of 2010 [11, 12].

Table 10. Share of spending on education in GDP (%). Countries with the highest spending on education Countries with the lowest spending on education. Country Share of spending on education in GDP Country Share of spending on education in GDP. Kiribati 17.8, Nigeria 0.9, Lesotho 13, UAE 1.3, Uzbekistan 9.4, Guinea 1.6, Cuba 9.1, Vietnam 1.8, Maldives 8, China 1.9, Denmark 8.3, Azerbaijan 2.1, Iceland 7.6, Kazakhstan 2.3, Moldova 7.6, Tanzania 2.2, Tunisia 7.3, Andorra 2.3, Norway 7.2, Russia 4.1

The presented indicator allows assessing the level of economic development of the country. The differences between Russia in the structure and system of financing education from developed countries are manifested in the distribution of public expenditures by levels of education and in sources of funding. One of the most important indicators is the cost per student from GDP per capita. The results of the analysis of its dynamics by countries of the world show that in the case of a high level of economic development of the country, this indicator increases. For selected groups of countries, this figure is on average equal to: Group I - 27%; Group II - 24%; III group - 18%.

The value of expenditure per student as a percentage of GDP per capita in Russia is close to the average for her group and amounts to 25%.

Important for assessing the level of development of the country as a whole and, in particular, the education system is the analysis of the volume of foreign direct investment. In 2010, this figure for Russia slightly increased and amounted to 491.2 billion US dollars. In table. 11 presents statistical data on the countries of the world with the largest foreign direct investment. At the same time, the list of countries with the highest indicator of foreign direct investment in 2010 looked like this, as presented in Table. 12.

As follows from the analysis of these indicators, Russia is focused on attracting foreign investment. However, the imperfection of the legislative base and mechanisms of the country's economic development significantly hinders the inflow of foreign direct investment. For example, such leading countries as the USA and Germany have direct. Our foreign investment is on average 1/3 higher than the attracted foreign direct investment. A more complete picture of the financing of education is provided by the addition of volumetric characteristics to structural ones: the distribution of expenditures by levels of education, sources of funding and levels of the budget system. The education system in Russia differs significantly from similar systems in other countries. For example, Russia spends about the same amount on preschool education as developed countries. At the same time, there is much more for secondary education than for other countries, including much more than for tertiary education. Countries with the largest foreign direct investment (billion US dollars), Country FDI, Country FDI, Country FDI, USA 3162, Japan 663.9, Austria 270, France 1624, Spain 605.3, Australia 197.2, UK 1567, Italy 565.3, Russia 176.7, Germany 1407, Canada 520.4, Norway, Switzerland 726.3, Sweden 333.9, Hungary. Levels 5-6 in Chile account for 45% of the median for countries with a per capita

income above \$29,000, in Malaysia - 63%, in Mexico - 44%, and in Russia, we recall, only 29%.

We can also define that it is worth noting that the videos used in foreign language classes is one of the effective tools that help create an atmosphere of interest in the audience, increase the motivation of students and thereby lead to a decrease in psychological stress arising from uncertainty in on their own when students need to speak in English. Moreover, while watching videos in class, students seem to live through all the events, play certain roles, solve problems and satisfy their cognitive interests. This significantly increases the motivation and intensity of the language preparation of students for international professional communication, develops receptive and productive skills and improve the quality of teaching a foreign language in the allotted time of ESP classes. [13].

Conclusion. Thus, spending per student at the level of primary, secondary and post-secondary non-tertiary education roughly corresponds to the level of Russia's per capita GDP. At the same time, higher education is underfunded.

The differences between the financing of the education system in Russia and abroad also lie in the sources of funding. The following trend is observed: the higher the level of per capita GDP of the country, the lower the share of private sources in financing education. There are no differences in the structure of financing of tertiary education - the main burden is borne by the central budget (about 90% on average), the rest is subnational budgets. At the level of secondary education, the main burden (about 80% on average), on the contrary, falls on the shoulders of regional and local budgets [5, 14].

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